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ABSTRACT

These guidelines are intended to assist Colorado school districts and boards of cooperative services (BOCS) in developing systems which meet the requirements of the Certificated Personnel Performance Evaluation Act (as amended), which mandates written systems for performance evaluation of all certificated personnel. The guidelines distinguish between which provisions must be followed by local school districts or BOCS and which are just recommended. The guidelines begin with definitions and clarifications and then outline the purposes of the performance evaluation system. District and BOCS responsibilities in appointing an advisory council, and the responsibilities of the council, are spelled out. Evaluation system components are listed, including specification of: personnel to be evaluated, purposes of the evaluation, standards for satisfactory performance, criteria used to determine performance, methods of information collection, frequency and duration of the evaluations, and preparation of a written evaluation report. In addition, the guidelines note that the evaluation system should provide for notices of deficiencies for teachers with unsatisfactory performance and development of remediation plans, and that state-approved evaluator training is required. State Board of Education responsibilities are listed, and the role and membership of the State Certificated Personnel Performance Evaluation Council are noted. The text of the Act is provided. (JDD)

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ED 365 637

Certificated Personnel Performance Evaluation

GUIDELINES

Revised 1993

Developed by the State Certificated Personnel Performance Evaluation Council

Adopted by the Colorado State Board of Education

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CERTIFICATED PERSONNEL PERFORMANCE EVALUATION ACT

GUIDELINES

Revised 1993

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I. INTRODUCTION

The Colorado General Assembly, through passage of the Certificated Personnel Performance Evaluation Act (H.B. 1338) in 1984 with amendments in the Teacher Employment, Compensation and Dismissal Act of 1990 (H.B. 90-1159) and 1992 legislation concerning teachers employed by boards of cooperative services (BOCS) (S.B. 92-157), requires school districts and boards of cooperative services to adopt written systems for performance evaluation of all certificated personnel. The statute also mandates that certain elements be included in a district or BOCS evaluation system.

These Guidelines have been developed and revised by the State Certificated Personnel Performance Evaluation Council to assist school districts and BOCS in developing and revising systems which meet the requirements of the law and achieve its stated purposes and objectives. They have been adopted by the State Board of Education in fulfillment of one of its key duties under the personnel evaluation legislation. Local school districts and BOCS may choose to follow these Guidelines or develop alternatives to meet the statutory intent and provisions.

For this reason, the word *should* has been used throughout to indicate a recommendation for the consideration of the local school district. *Shall* is used when the statutory language of the article is involved and the provisions MUST be followed by the local school district or BOCS. **Wording in bold type is directly quoted from the law.** Paraphrases of the law are referenced by the Colorado Revised Statutes (C.R.S.) section number. An asterisk (*) indicates that the language was modified in 1990 amendments to the original Act; a pound sign (#) indicates 1992 additions. Other information is the State Council's suggestion for implementation or interpretation of the law, or recommendation of procedure or practice.

Compliance with provisions of the Act is examined as a part of the state's accreditation review of school districts. The final test of a local district's compliance in these matters is the legislative language itself. The State Board of Education and the State Certificated Personnel Performance Evaluation Council recommend these Guidelines as assistance to that end.

II. DEFINITIONS AND CLARIFICATIONS

As used in this document, unless the context otherwise requires,

1. "Certificated personnel" means any persons employed to instruct students or to administer, direct, or supervise the instructional program in a school in the state and who hold valid certificates or letters of authorization pursuant to the provisions of [22-60-103(11) and 22-9-103(1), C.R.S.]

   The provisions of the Act apply only to those persons in positions where certification is required by the state or by the local school district or BOCS.# In the case of BOCS, the Act applies only to certificated personnel employed for a period of more than six weeks.#

2. "Evaluation" means a systematic procedure for collecting information, based on predetermined objectives and/or criteria set by the local board of education, from identifiable data sources and an analysis of that information. "Formative evaluation" refers to the developmental steps of gathering and analyzing information, coaching, providing feedback, and setting goals; "summative evaluation" refers to the step in which an evaluation document is prepared that is discussed with the evaluatee and a performance judgment made. An "improvement plan" is a written document that may contain recommendations for the professional growth of the evaluatee.

3. **"Local board of education" or "local board" means the board of education of the school district.** [22-9-103(2), C.R.S.]

4. "School district" means any school district organized and existing pursuant to law, but does not include a junior college district. [22-9-103(3), C.R.S.]

5. "Board of Cooperative Services" (BOCS) means a regional educational service unit designed to provide supporting, instructional, administrative, facility, community, or any other services contracted by participating members. [22-5-103(2)] Only those BOCS which employ certificated personnel for a period of more than six weeks must comply with the provisions of this Act.#

6. **"State Board" means the state board of education established by section 1 of article IX of the state constitution.** [22-9-103(4), C.R.S.]

7. The review of the local school district performance evaluation system by the State Board shall determine if the system is professionally sound and will produce a fair, adequate, and credible evaluation.

8. No person shall be responsible for the (summative) evaluation of certificated personnel unless s/he holds an administrative certificate and has received education and training in evaluation skills approved by the Colorado Department of Education.*

9. Local Boards are to include superintendents in their evaluation plans. BOCS are to include their (executive) directors.# Appropriate modifications may be made for the evaluation of superintendents by their boards of education or of directors by BOCS.

III. PURPOSES

The express purposes of the certificated personnel performance evaluation system are to:

- serve as the basis for the improvement of instruction
- enhance the implementation of programs of curriculum
- serve as measurement of the professional growth and development of certificated personnel
- serve as the measurement of satisfactory performance for individual certificated personnel and serve as documentation for an unsatisfactory performance dismissal proceeding*
- measure the level of performance of all certificated personnel within the school district or employed by a BOCS.# [22-9-102 and 106(d), C.R.S.]

The local district performance evaluation system must be in written form and include all employees whose positions require certification in its process and procedures. **Each school district and board of cooperative services# shall have the flexibility needed to develop a system of personnel performance evaluation that is specifically designed to meet the individual needs of that school district** [22-9-104(1), C.R.S.] and still meet the requirements of the law.

IV. DISTRICT AND BOCS RESPONSIBILITIES

In each school district, the local board of education shall appoint an advisory personnel performance evaluation council which shall, at a minimum, consist of the following members:

- **one teacher**
- **one** central **administrator**
- **one principal from the school district**
- **one resident from the school district who is a parent of a child attending a school within said district**
- **one resident of the school district who is not a parent with a child in the district.** [22-9-107(1), C.R.S.]

Each BOCS shall appoint an advisory personnel performance evaluation council which shall, at a minimum, consist of the following members:

- one teacher (representative of the BOCS school districts)
- one administrator "
- one principal "
- one certificated employee of the BOCS
- one resident who is a parent of a child attending a school within the BOCS
- one resident representative of the BOCS district(s) who is not a parent with a child within such a district.# [22-9-107(1)(b), C.R.S.]

This council may be composed of any other school district committee having proper membership as defined above. [22-9-107(3), C.R.S.] It should select its own chair.

This council:

1. **Shall consult with the local board or board of cooperative services# as to the fairness, effectiveness, credibility, and professional quality of the certificated personnel performance evaluation system and its processes and procedures and shall conduct a continuous evaluation of said system.** [22-9-107(2), C.R.S.]

2. **...shall actively participate with the local board or board of cooperative services# in developing written standards for evaluation which clearly specify satisfactory performance and the criteria to be used to determine whether the performance of each certificated personnel meets such standards...** [22-9-106(2.5), C.R.S.]*

3. Shall be consulted by the local board of education or board of cooperative services# as the board considers any amendments to the district's evaluation plan. [22-9-106(1), C.R.S.]

4. Should conduct at least a biennial review of the system by examining the process and procedures as they relate to the criteria defined in Section V of this document and based upon the review should submit a written report to the local board of education biennially on a date determined by the local board or BOCS.# The local council does not evaluate the performance of employees; rather, it reviews the system to determine if it meets the intent of the legislation and provides recommendations, if appropriate, to the local board and superintendent as to any needed improvements.

5. The local board or BOCS# should submit to the Colorado Department of Education any revisions to its district plan and shall submit any information or data about its system that is requested by the State Board of Education or the State Council. [22-9-105(3), C.R.S.]

V. EVALUATION SYSTEM CRITERIA

Each school district and BOCS# has the flexibility to develop an evaluation system that is specifically designed to meet its individual needs. In developing or amending the system the local board or BOCS# shall consult with administrators, principals, and teachers employed within the district or BOCS#, parents, and the advisory certificated personnel performance evaluation council. [22-9-106(1), C.R.S.]*

The evaluation system shall be in writing and shall be adopted* by the local board or BOCS.# It shall include procedures for the evaluation of all teachers, principals, and administrators whose positions require certification. [22-9-106(1), C.R.S.] In the event that the evaluation system is negotiated formally, it shall be in compliance with the law.

In addition, the system should include the components listed below:

1. Evaluation procedures should specifically:
   a. List the title of the evaluator for each certificated personnel position and the positions which s/he will evaluate. [22-9-106(1)(a), C.R.S.]

b. Specify the certificated personnel positions to be evaluated. The system shall include all personnel whose positions require certification, including all full and part-time teachers, administrators and principals. An evaluation "system" implies that there may be different sub-units which are applicable to different positions within the school district. The method for evaluating the superintendent may differ from the method used to evaluate principals, which may be different from the method used to evaluate teachers. [22-9-106(1)(b), C.R.S.]

c. State the purposes for which the evaluation is to be conducted. The purposes shall include those stated in the law:
- improvement of instruction
- enhancement of the implementation of programs of curriculum
- measurement of satisfactory performance for individual certificated personnel*
- documentation for an unsatisfactory performance dismissal proceeding*
- measurement of the professional growth and development of personnel
- measurement of the level of performance of all certificated personnel [22-9-106(1)(d), C.R.S.]

d. Specify the standards for satisfactory performance for certificated personnel and the criteria to be used to determine whether the performance of each meets such standards and other criteria for evaluation for each position evaluated. [22-9-106(e), C.R.S.]*

Standards are the predetermined criteria and expected behaviors established by the district as a rule for the measure of quantity and quality on which a decision or judgment concerning performance is made. Criteria are the indicators related to the standards for the position (job description) and other expected outcomes of the position.

An evaluatee needs to be pre-informed about the nature of the system, the standards, the evaluation criteria, the performance expectations, the procedures, and the responsibilities of the position involved.

e. Identify the methods of information collection. [22-9-106(1)(f), C.R.S.] The methods should include, but need not be limited to, direct observations by the evaluator and a process of systematic data gathering.

Conduct all evaluations so as to observe the legal and constitutional rights of certificated personnel, and no evaluation information shall be gathered by electronic devices without the consent of the certificated personnel. [22-9-106(2), C.R.S.]

It is recognized that the various models which are used/selected for data acquisition dictate the type of information collected, related data sources, and frequency of data collection. Data sources should be defined, and the collection of information and the resultant documentation related to those sources (i.e., direct observation of performance, discussion with the evaluatee). Unvalidated hearsay information is not acceptable.

f. Specify the frequency, duration, and cycle of the evaluations to ensure the collection of sufficient data from which reliable conclusions and findings may be drawn. [22-9-106(1)(c), C.R.S.] The cycle means how often the summative evaluation report will be repeated. The frequency means the number of visits or data collection activities (formative evaluation) required before a summative evaluation report is written. Duration means the length of time spent in each individual data collection activity. Because of the diversity in the state regarding the cycles of formal evaluation, and because the primary purpose of evaluation is the improvement of performance, the summative evaluation should be done at least once a year for personnel with three years or less in a position. Other personnel should be evaluated on at least a three-year cycle.

   Summative evaluation(s) may be conducted between cycles for good and just cause relative to 22-9-106 (1)(d), C.R.S. For the purpose of determining good and just cause, the procedural requirements would be met if the evaluator submits written notification to the evaluatee of the reason(s) and provides an opportunity for the evaluatee to meet formally with the evaluator. It is expected that, as the evaluation process is properly implemented and evaluation skills are improved and refined, the cycle of summative evaluations will become more frequent.

g. Provide for a written summary based on factual information related to the previously identified data sources as defined in (e) above.

h. Require the preparation of an evaluation report upon the completion of the evaluation process which shall:

   - **Be in writing;**
   - **Contain a written improvement plan, which shall be specific as to what improvements, if any, are needed in the performance of the certificated personnel and shall clearly set forth recommendations for improvements, including recommendations for additional education and training during the teacher's recertification process.*** The plan should include but not be limited to: improvement objectives, processes to assist improvement, reasonable timelines for activities for improvement, provisions for monitoring progress, and provisions to determine whether an improvement objective(s) was achieved;
   - **Be specific as to the strengths and weaknesses in the performance of the individual being evaluated;**
   - **Specifically identify when a direct observation was made;**
   - **Identify data sources;**
   - **Be discussed and be signed by the evaluator and the person being evaluated, each to receive a copy of the report. The signature on the report of any person shall not be construed to indicate agreement with the information contained in the report;**
   - **Be reviewed by a supervisor of the evaluator, whose signature shall also appear on said report.** [22-9-106(3), C.R.S.] The supervisor's signature verifies that the report was reviewed and that the proper process and procedure appear to have been followed. It does not indicate agreement with or accountability for the content of the evaluation.

2. The system should provide for the evaluatee to: (1) attach a written statement to the evaluation document, and (2) have the right to appeal, in accordance with local procedures, the application of the procedures used to arrive at the conclusions through an established process.

3. **A teacher whose performance is deemed to be unsatisfactory...shall be given notice of deficiencies. A remediation plan to correct said deficiencies shall be developed by the district and the teacher. The teacher shall be given a reasonable period of time for remediation of the deficiencies and shall receive a statement of the resources and assistance available for the purposes of correcting the performance of the deficiencies.** [22-9-106(3.5), C.R.S.]*

4. **Any certificated personnel whose performance evaluation includes a remediation plan shall be given an opportunity to improve his performance through the implementation of the plan. If the next performance evaluation shows that the certificated personnel is now performing satisfactorily, no further action shall be taken concerning the original performance evaluation. If such evaluation shows the certificated personnel is still not performing satisfactorily, the evaluator shall either make additional recommendations for improvement or may recommend the dismissal of such certificated personnel...** [22-9-106(4.5), C.R.S.]*

5. The district should use evaluation methods which are supported by current research.

6. Summative evaluation is an administrative responsibility; therefore, evaluation should be the responsibility of the administrator in charge of the operating unit as determined by the organizational structure of the school district.

7. State approved evaluator training is required by law. [22-9-106(4), C.R.S.]* The State Board of Education requires no less than 30 clock hours of approved training. Local districts should provide for an ongoing staff development process to guarantee that evaluators acquire and maintain critical evaluation skills (data collection, analysis, conferencing skills, goal setting, supervision, evaluation report writing, legal aspects of evaluation) within the parameters of the model(s) developed and/or selected by the district.

8. The district should develop at least a biennial process which permits opportunities for the submission of recommendations from the evaluatees, the evaluators, and the advisory council for the purpose of refining and improving the evaluation system.

VI. STATE BOARD OF EDUCATION RESPONSIBILITIES

The State Board of Education shall:

1. **Provide training and leadership and give technical assistance to school districts and boards of cooperative services# in the development of a certificated personnel performance evaluation system;**

2. **Work and cooperate with the state's universities and colleges which have teacher, principal, or administrator education programs to assure that persons having evaluation responsibilities will receive adequate education and training which will enable them to make thorough, credible, fair, and professional quality evaluations of all certificated personnel whom those persons may be responsible for evaluating;**

3. **Consult with the state certificated personnel performance evaluation council...with regard to the guidelines relating to the planning, development, implementation, and assessment of certificated personnel performance evaluation systems;**

4. **Review school district and BOCS# processes and procedures for certificated personnel performance evaluation systems to assure that such systems are professionally sound and will result in a fair, adequate, and credible evaluation; and**

5. **Withhold or suspend the accreditation of any school district and publicize such withholding or suspension of accreditation if it determines that the school district has not complied with the provisions of this article** (Article 9 of Title 22, C.R.S.) [22-9-104(2), C.R.S.]

VII. STATE CERTIFICATED PERSONNEL PERFORMANCE EVALUATION COUNCIL

The State Board of Education has appointed an advisory council in accordance with law. This council consists of 12 members: seven certificated personnel, each from a different school district and four of whom are teachers; three citizens, each from a different school district; a representative from the Council of Deans of Education; and one member from the Colorado Department of Education. No more than six members can be from the same political party.

The council selects a chaiman and vice-chaiman to conduct its business. It is the duty of the chairman to set the agenda and the meeting schedule for the year. Members serve for three-year terms. The council meets regularly and reports to the State Board of Education on the planning, development and the professional quality, credibility, implementation, and assessment of evaluation systems and their processes and procedures. [22-9-105, C.R.S.]

Both the State Board and the state council are authorized to collect data from school districts and BOCS# about their evaluation systems, processes and procedures.

ARTICLE 9 Certificated Personnel Evaluations

22-9-101. Short title. This Article shall be known and may be cited as the "Certificated Personnel Performance Evaluation Act".

22-9-102. Legislative declaration. The general assembly hereby declares that a system of performance evaluation is crucial to improving the quality of education in this state and declares that such a system shall be applicable to all certificated personnel in the school districts and boards of cooperative services throughout the state. The purposes of the evaluation shall be to serve as a basis for the improvement of instruction, to enhance the implementation of programs of curriculum, to serve as a measurement of the professional growth and development of certificated personnel, and to evaluate the level of performance of certificated personnel. The general assembly further declares that a professionally sound and credible system of certificated personnel performance evaluation shall be designed with the involvement of certificated personnel and citizens of the school district or board of cooperative services.

22-9-103. Definitions. As used in this article, unless the context otherwise requires:

(1) "Board of cooperative services" shall have the same meaning as provided in section 22-5-103(2).

(1.5) "Certificated personnel" means any persons employed to instruct students or to administer, direct, or supervise the instructional program in a school in the state who hold valid teacher certificates or letters of authorization pursuant to the provisions of article 60 of this title or a valid license or authorization pursuant to the provisions of article 60.5 of this title.

(2) "Local board of education" or "local board" means the board of education of the school district.

(3) "School district" means any school district organized and existing pursuant to law but does not include a junior college district.

(4) "State board" means the state board of education established by section 1 of article IX of the state constitution.

22-9-104. State board - powers and duties. (1) The state board shall promulgate guidelines relating to the planning, development, implementation, and assessment of a certificated personnel performance evaluation system that may be followed by each school district and board of cooperative services within the state. In promulgating said guidelines, the state board shall allow each school district and board of cooperative services to involve and consult with the certificated personnel and citizens of the school district or districts. Each school district and board of cooperative services shall have the flexibility needed to develop a system of personnel performance evaluation that is specifically designed to meet the individual needs of that school district and board of cooperative services.

(2) The state board shall:

(a) Provide training and leadership and give technical assistance to

school districts and boards of cooperative services in the development of a certificated personnel performance evaluation system;

(b) Work and cooperate with the state's universities and colleges which have teacher, principal, or administrator education programs to assure that persons having evaluation responsibilities will receive adequate education and training which will enable them to make thorough, credible, fair, and professional quality evaluations of all certificated personnel whom those persons may be responsible for evaluating;

(c) Consult with the state certificated personnel performance evaluation council created in section 22-9-105 with regard to the guidelines relating to the planning, development, implementation, and assessment of certificated personnel performance evaluation systems;

(d) Review school district and board of cooperative services processes and procedures for certificated personnel performance evaluation systems to assure that such systems are professionally sound and will result in a fair, adequate, and credible evaluation; and

(e) Withhold or suspend the accreditation of any school district and publicize such withholding or suspension of accreditation if it determines that the school district has not complied with the provisions of this article.

22-9-105. State certificated personnel performance evaluation council created - duties - sunset review.

(1) The state board shall appoint an advisory state certificated personnel performance evaluation council, which shall consist of the following members: Seven certificated personnel, each from a different school district, four of whom shall be teachers; three citizens, each from a different school district; a representative from an existing council whose members are deans of education; and one member from the department of education. The council shall elect its chair. No more than six members shall belong to any one political party.

(2) Said council shall meet regularly and shall report to the state board on the planning and development of and on the professional quality, credibility, implementation, and assessment of certificated personnel performance evaluation systems and their processes and procedures.

(3) Each school district and board of cooperative services shall submit to the state board or to the state certificated personnel performance evaluation council such information or data concerning said district's or board's certificated personnel performance evaluation system and its processes and procedures as may be requested by the state board or such council.

22-9-106. Local boards of education - duties.

(1) All school districts and boards of cooperative services which employ certificated personnel, as defined in section 22-9-103(1.5), shall adopt a written system to evaluate the employment performance of school district and board of cooperative services certificated personnel, including all teachers, principals, and administrators, with the exception of certificated personnel employed by a board of cooperative services for a period of six weeks or less. In developing the certificated personnel performance evaluation system and any amendments thereto, the local board and board of cooperative services shall consult with administrators, principals, and teachers employed within the district or participating districts in a board of cooperative services, parents, and the school district certificated personnel performance evaluation council or the board of cooperative services personnel performance evaluation council created pursuant to section 22-9-107. The performance evaluation system shall contain, but shall not be limited to, the following information:

(a) The title or position of the evaluator for each certificated personnel position to be evaluated;

(b) The certificated personnel positions to be evaluated, which shall include all certificated personnel, all part-time teachers as defined in section 22-63-103(6), and all administrators and principals;

(c) The frequency and duration of the evaluations, which shall be on a regular basis and of such frequency and duration as to insure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn;

(d) The purposes of the evaluation, which shall serve as a basis for the improvement of instruction, enhance the implementation of programs of curriculum, serve as the measurement of satisfactory performance for individual certificated personnel and serve as documentation for an unsatisfactory performance dismissal proceeding under article 63 of this title, serve as a measurement of the professional growth and development of certificated personnel, and measure the level of performance of all certificated personnel within the school district or employed by a board of cooperative services;

(2) In implementing such evaluation system and procedures, the school district or board of cooperative services shall conduct all evaluations so as to observe the legal and constitutional rights of certificated personnel, and no evaluation information shall be gathered by electronic devices without the consent of the certificated personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate such evaluation.

(2.5) The council shall actively participate with the local board or board of cooperative services in developing written standards for evaluation which clearly specify satisfactory performance and the criteria to be used to determine whether the performance of each certificated

personnel meets such standards pursuant to paragraph (e) of subsection (1) of this section.

(3) An evaluation report shall be issued upon the completion of an evaluation made pursuant to this section and shall:

(a) Be in writing;

(b) Contain a written improvement plan, which shall be specific as to what improvements, if any, are needed in the performance of the certificated personnel and shall clearly set forth recommendations for improvements, including recommendations for additional education and training during the teacher's recertification process;

(c) Be specific as to the strengths and weaknesses in the performance of the individual being evaluated;

(d) Specifically identify when a direct observation was made;

(e) Identify data sources;

(f) Be discussed and be signed by the evaluator and the person being evaluated, each to receive a copy of the report. The signature on the report of any person shall not be construed to indicate agreement with the information contained in the report.

(g) Be reviewed by a supervisor of the evaluator, whose signature shall also appear on said report.

(3.5) A teacher whose performance is deemed to be unsatisfactory pursuant to paragraph (e) of subsection (1) of this section shall be given notice of deficiencies. A remediation plan to correct said deficiencies shall be developed by the district or the board of cooperative services and the teacher. The teacher shall be given a reasonable period of time for remediation of the deficiencies and shall receive a statement of the resources and assistance available for the purposes of correcting the performance or the deficiencies.

(4) No person shall be responsible for the evaluation of certificated personnel unless such person has an administrative certificate issued pursuant to article 60 of this title and has received education and training in evaluation skills approved by the department of education which will enable him to make fair, professional, and credible evaluations of the personnel whom he is responsible for evaluating. No person shall be issued an administrative certificate or have an administrative certificate renewed unless the state board determines that such person has received education and training approved by the department of education.

(4.5) Any certificated personnel whose performance evaluation includes a remediation plan shall be given an opportunity to improve his performance through the implementation of the plan. If the next performance evaluation shows that the certificated personnel is now performing satisfactorily, no further action shall be taken concerning the original performance evaluation. If such evaluation shows the certificated personnel is still not performing satisfactorily, the

evaluator shall either make additional recommendations for improvement or may recommend the dismissal of such certificated personnel in accordance with the provisions of article 63 of this title.

(5) The school district or board of cooperative services certificated personnel performance evaluation system, processes, and procedures may be in accord with the guidelines adopted by the state board. The system shall be developed after consultation with the school district or board of cooperative services certificated personnel performance evaluation council created pursuant to section 22-9-107 with regard to the planning, development, adoption, and implementation of such system, and said council shall conduct a continuous evaluation of said system.

(6) The state board shall approve any school district's or board of cooperative services' existing certificated personnel performance evaluation system and related processes and procedures if such system, processes, and procedures are consistent with this article.

22-9-107. School district personnel performance evaluation councils - duties.

(1) Every school district and board of cooperative services in the state subject to the provisions of this article shall have an advisory school district personnel performance evaluation council or advisory board of cooperative services personnel performance evaluation council, which shall, at a minimum, consist of the following members to be appointed by the local board of education or board of cooperative services:

(a) In the case of a school district, one teacher, one administrator, and one principal from the school district; one resident from the school district who is a parent of a child attending a school within said district; and one resident of the school district who is not a parent with a child in the district; or

(b) In the case of a board of cooperative services, one teacher, one administrator, and one principal representative of the school district or districts participating in the board of cooperative services; one person employed by the board of cooperative services who is defined as certificated personnel pursuant to section 22-9-103(1.5); one resident who is a parent of a child attending a school within said district or districts; and one resident representative of the school district or districts participating in the board of cooperative services who is not a parent with a child in said district or districts.

(2) Said council shall consult with the local board or board of cooperative services as to the fairness, effectiveness, credibility, and professional quality of the certificated personnel performance evaluation system and its processes and procedures and shall conduct a continuous evaluation of said system.

(3) The council for a school district may be composed of any other school district committee having proper membership, as defined in subsection (1) of this section.

22-9-108. Universities and colleges - duties. Every university and college within the state which has an educational program for the training of a school teacher, principal, or administrator shall cooperate with the state board in connection with the state board's duties under section 22-9-104.

22-9-109. Exemption from public inspection.

Notwithstanding the provisions of section 24-72-204(3), C.R.S., the evaluation report and all public records as defined in section 24-72-202, C.R.S., used in preparing the evaluation report shall be confidential and shall be available only to the certificated person being evaluated, to the duly elected and appointed public officials who supervise his work, and to a hearing officer conducting a hearing pursuant to the provisions of section 22-63-302 or the court of appeals reviewing a decision of the board of education pursuant to the provisions of section 22-63-302; except that the evaluation report of the chief executive officer of any school district, as it relates to the performance of the chief executive officer in fulfilling the adopted school district objectives, fiscal management of the district, planning responsibilities, and supervision and evaluation of district personnel, shall be open for inspection by any person at reasonable times.

STATE CERTIFICATED PERFORMANCE EVALUATION COUNCIL

January 1993

Category	Term Expires	School District
Teachers:		
Fleta Nockels	93	Douglas County
Arthur Sanchez	93	St. Vrain Valley (Longmont)
Wendy Dailey	94	Adams 50 (Westminster)
Maureen Kallio	95	Mesa 51 (Grand Junction)
Other Certificated Personnel:		
Betty Nida	94	Ft. Morgan
Sandra Shreve	94	Adams/Arapahoe 28J (Aurora)
James Ragan	95	Salida
Dean of Education:		
J. Milford Clark	93	Adams State College
Citizens:		
Sara Gilbert	93	Denver
Janet Young	94	Boulder Valley
Sally Weisser	95	Poudre R-1 (Fort Collins)

CDE:

Eugene J. Campbell, Executive Director, Office of Professional Services

Staff:

Carol Ruckel, Senior Consultant, Professional Education Unit

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COLORADO STATE BOARD OF EDUCATION 1993

Sybil S. Downing, Chairman.....Member at Large
Boulder

Patricia M. Hayes, Vice Chairman.....Sixth Congressional District
Englewood

Gladys S. Eddy.....Fourth Congressional District
Fort Collins

Royce D. Forsyth.....First Congressional District
Denver

Thomas M. Howerton.....Fifth Congressional District
Colorado Springs

Ed Lyell.....Second Congressional District
Broomfield

Hazel F. Petrocco.....Third Congressional District
Pueblo

<None>